

**NEW JERSEY
BEST PRACTICES
2002-2003 APPLICATION**

Failure to comply with the procedures for submission of the application will result in the elimination of the application.

Application Requirements:

- RESPONSES to the information and the statements below must be ANONYMOUS and ACCURATE.** No reference should be made to the names of the district, the school(s) or community. Use the words "the school" or "the schools" in responding to the statements
- USE ONLY THE SPACE PROVIDED ON THE APPLICATION FORM on pages 1, 2 (if applicable), and 4.** Do not include any additional materials, as they will not be reviewed in the selection process.
- Applications must be typed on 8 1/2" x 11" white paper, portrait format. Twelve-point or larger computer font or fourteen-pitch or larger typewritten font must be used. This sentence is in twelve-point Times New Roman.
- Keybarded responses to all the statements below must be no more than a total of four pages. Keyboard and number the statement followed by the response. Format your response for clarity.
- The information on page 4 and the responses to statements must be copied on one side of the page.** The information on pages 1 and 2 (if applicable) must be copied on one side of the page. Staple pages 1, 2 (if applicable), 4, and the keybarded responses together, in that same order.
- The original application must be signed by the district chief school administrator or charter school lead person, indicating his/her approval.
- The original and seven copies of the application must be submitted to the county superintendent of schools by December 15, 2002, with the Itemized List of District Applications form.** Keep the seven copies of each application together with the original containing the signature of the district chief school administrator or charter school lead person on the top of each set.

The following data is required to assist the panelists in the evaluation of the application:		
Type of School	Grade Levels	Practice Name <u>Career Options</u>
<input type="checkbox"/> Elementary School	_____	Number of Schools with Practice _____
<input type="checkbox"/> Middle School	_____	Number of Districts with Practice _____
<input type="checkbox"/> Junior High School	_____	Location <input type="checkbox"/> Urban/City <input checked="" type="checkbox"/> Suburban With Urban Characteristics
<input checked="" type="checkbox"/> High School	<u>9-12</u>	<input type="checkbox"/> Suburban <input type="checkbox"/> Small City/Town <input type="checkbox"/> Rural
<input type="checkbox"/> Other: _____	_____	

Check the ONE CATEGORY into which the practice best fits.		
<input type="checkbox"/> Arts (Visual and Performing Arts)	<input type="checkbox"/> Gifted and Talented Programs	<input type="checkbox"/> Safe Learning Environment
<input type="checkbox"/> Assessment/Evaluation	<input type="checkbox"/> Guidance and Counseling Programs	<input checked="" type="checkbox"/> School-to-Careers/Workplace Readiness
<input type="checkbox"/> Citizenship/Character Education	<input type="checkbox"/> Health and Physical Education	<input type="checkbox"/> Science
<input type="checkbox"/> Diversity and Equity Programs	<input type="checkbox"/> Language Arts Literacy	<input type="checkbox"/> Social Studies
<input type="checkbox"/> Early Childhood Education Programs	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Special Education
<input type="checkbox"/> Educational Support Programs	<input type="checkbox"/> Professional Development	<input type="checkbox"/> World Languages/Bilingual Education
<input type="checkbox"/> Educational Technology	<input type="checkbox"/> Public Engagement	
	(family involvement and partnerships with business, community, school districts, and/or higher education)	

- Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative and how it promotes high student achievement.
- List the specific *Core Curriculum Content Standards*, including the *Cross-Content Workplace Readiness Standards*,* addressed by the practice and describe how the practice addresses those standard(s). Provide an example to substantiate your response.
- Describe the educational needs of students that the practice addresses. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. Provide assessments and data to show how the practice met these needs.
- Describe how you would replicate the practice in another school and/or district.

*The 2002 edition of the *Core Curriculum Content Standards* published by the New Jersey State Department of Education was disseminated to all districts and charter schools and is available on line through the department's web site at <http://www.state.nj.us/education>.

1. *Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative and how it promotes high student achievement.*

The practice proposed for recognition is the Career Options program. The Career Options program provides students the opportunity to explore and learn the skills that will enable them to proceed in one or more of a variety of careers ranging from Building Trades, to Computer Technology to Medical Careers. The program has a compelling goal and a number of objectives relative to that goal.

We are a highly diverse comprehensive high school. While a majority of our students succeed in gaining acceptance to college, a significant number of students do not have college plans and, until now, have not determined or prepared for a career upon graduation from high school. Through this program, we seek to provide students who may not be college bound a direct conduit into a variety of rewarding and well compensating careers. The objectives include the following: 1) Provide all students career exploration tools and guidance. 2) Identify students who show interest in one or more career opportunities. 3) Establish working relationships with potential partners in the private sector, including companies, building trade organizations, hospitals, etc. 4) Develop training programs with private sector partners. 5) Enroll interested students in one or more programs of their interest. 6) Expose impressionable students to real, live role models in the areas of their interest. 7) Assess students' abilities to succeed in areas of interest. 8) Develop students' skills in the areas of their interest. 8) Re-assess students' abilities to proceed in their areas of interest. 9) Enable students to make educated decisions with respect to opportunities upon graduation.

General procedures for the program include the following: All Students are taught how to use our interactive careers exploration program, Coin Careers Community (Coin 3), which includes career assessment tests, educational requirements, job opportunities, future outlook, college entrance information, trade and professional training information, compensation analyses and more. Students are asked to identify career goals and interests. They are enrolled in available programs. Assessments are provided in consort with the private sector partner. Training schedules are determined and approved. Ongoing counseling and guidance is provided throughout the program.

Programs currently available to students include the following: Allied health careers in partnership with Atlantic Health Systems; pre-nursing program in partnership with St. Joseph's Hospitals; Career Development with PSE&G; Pre-Apprenticeships with the New Jersey Council of Ironworkers, the International Brotherhood of Electrical Workers, and the New Jersey Council of Carpenters; approval and development as a Cisco Systems Regional Training Academy; and one of only three schools in New Jersey to become an Oracle Internet Academy. Atlantic Health Systems and St. Joseph's provide direct links to future careers in medicine. St. Joseph's provides our school tuition reimbursement and guaranteed jobs for our students who want to continue nursing studies. In support of the Allied Health and the Pre-Nursing programs, our school designed and implemented a Medical Technologies Curriculum consisting of Medical Technologies I and II. The building trade organizations provide guaranteed placement in well-paying apprenticeship programs upon successful completion of the program, graduation from high school and a satisfactory score on their aptitude test. PSE&G seeks to hire a significant

seeks to hire a significant number of students upon graduation from high school. The Cisco and Oracle Academies provide professional certifications upon completion of the course and a satisfactory score on the respective company's test.

This program is innovative from several perspectives: 1) The number of optional career programs shows that a comprehensive high school can pursue programs that maximize the potential for all students to succeed and thrive in areas of interest immediately following high school. 2) Instead of non-college bound students waiting to learn a career after high school, they can pursue career education in school and be promised a career upon graduation or shortly thereafter. 3) Unlike many technical schools, students do not have to commit to one specific program, but they can participate in more than one program, and select a specific career path upon graduation from high school (students are provided maximum flexibility).

The program promotes high achievement from a number of perspectives: 1) Students must maintain a minimum C average to remain in the program. 2) Students may not have any failing grades. 3) Students must complete all training programs successfully in order to remain in the program. 4) Each program provides its own assessments, including ACT, other aptitude tests, and physical capability (where appropriate). 4) Remedial help or training is available when needed.

2. *List the specific Core Curriculum Content Standards including the Cross-Content Workplace Readiness Standards, addressed by the practice and describe how the practice addresses those standard(s). Provide an example to substantiate your response.*

This is a very far-reaching program with many facets. Therefore, it addresses multiple Core Content Standards and Cross-Content Workplace Readiness Standards. Most obvious is that it addresses all five Cross-Content Workplace Readiness Standards as follows: #9.1) All students are using the Coin 3 interactive Internet program to plan career goals and assess job requirements. Further, students are learning specific job skills in the areas of interest they select. #9.2) In addition to using the Coin 3 interactive computer program, students learning the technological applications of their chosen areas of interest, including, computer networking in Cisco, data-base development and manipulation in Oracle, healthcare in Atlantic Health Systems and St. Joseph's, how to use mechanical tools in the building trades and PSE&G. #9.3) Students will conduct higher level critical thinking skills and problem solving in pursuing Networking solutions in Cisco, database solutions in Oracle, construction solutions in the building trades, energy delivery solutions at PSE&G and healthcare issues at Atlantic Health Systems and St. Joseph's. One example in the building trade relative to above might be a group of students determining how to use system of block and tackles to move a heavy piece of equipment from one location to another. #9.4) Students are responsible for completing their own assignments on time, they are expected to obtain appropriate clothing and to wear it when required, they are expected to be on-time for training sessions, and to behave in a responsible manner. #9.5) Students receive safety training in all of the above career interests, especially in each of the building trades where equipment is handled. For example, students are taught and must demonstrate how to move an "I Beam" into place without smashing one's hand or fingers; or students might be taught how to where protective gear or clothing in both the building trades and

the medical program; or students might be taught how to lift objects or move patients without hurting themselves or the object (patient).

Other Core Content Standards are addressed in the course of training as follows: Language Arts – #3.2 when writing letters and resumes, i.e. PSE&G’ program includes coaching on writing a cover letter and a resume; #3.3 when learning how to interview for continuing opportunities in the respective career areas, i.e. PSE&G provides coaching for the interview process; #3.4 when learning how to take instructions, and by students demonstrating tasks that have been instructed, i.e. connecting an “I Beam” to a frame; and #3.5 when observing news and/or reading the newspaper about the impact of respective careers or the status of the job market. Mathematics – #4.1, utilizing number sense when estimating number of feet of materials needed for certain jobs or applying arithmetic calculations; and #4.2, applying geometric understanding working with different shapes and sizes, especially in construction. Science – #5.1, when applying the scientific process of problem solving or proving outcomes of estimates; and #5.4 when observing the relationship between science and the impact of technology, especially in the Cisco and Oracle courses.

3. *Describe the educational needs of the students that the practice addresses. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. Provide assessments and data to show how the practice met these needs.*

Inspiration for the specific School to Careers Program at our school derived from the realization that a significant number of students had no particular post-graduate plans. In 1998, approximately 70 percent of our seniors had post graduate plans that included 4-year college, 2-year college or other professional, trade or technical schools. We felt compelled to design a program that would address the needs of the 30 percent who had no specific plans. Essentially, we wanted to ensure that all students were sufficiently prepared to either continue their education or to succeed in the pursuit of a meaningful, well-compensating career.

Our assessment program thus far is based upon the number of students participating in the program, the number of students successfully pursuing post-graduate plans, and the decrease in the number of dropouts because education has become more meaningful for them.

Our Cisco Systems Regional Training Academy has successfully graduated and placed in industry 45 of our students, and we anticipate graduating 15 to 24 students per year. Our Oracle Internet Academy now has 24 of our students enrolled. The Pre-Apprenticeship Program is a two-year program for juniors and seniors. Now in its second year, we have 12 students in the Iron Workers, 24 students in the Carpenters and 38 students in the Electrical. The Iron Workers have administered a Pre-ACT Test. The preliminary test indicates 8 of the 12 students currently qualify. Remedial help is being provided to the students who are not yet at the required level. The Carpenters have provided math tests, the results of which have not yet been published. Thirty-six students are enrolled in the PSE&G program of which 16 are seniors. PSE&G will administer tests in May. They have expressed an objective to hire 15 of our students. The Medical Technologies course developed to support the Atlantic Health Systems Program and the St. Joseph’s Program now has 37 students enrolled in Medical Technology I and 7 students in Medical Technology II. It is anticipated the 37 students currently in Medical Technology I will

advance to Medical Technology II next year. Taking into consideration overlap between programs, we have 173 students in our Careers Options Tracks representing approximately 30 percent of the student body in grades 10 through 12.

We believe a more significant impact of the program is the decrease in the dropout rate of our students. Since its inception, the dropout rate has decreased from 8.3 percent to 1.6 percent. This indicates that those students who were at risk before now find school more meaningful. The bottom line is that for them, school now has a purpose. Lastly, as of last year, the number of students with post graduate plans that include further study or training has also increased from 70 percent in 1998 to 83 percent in 2002. This number is expected to increase again this year as more students enter medical technology programs, 2-year nursing school, technology school, and other professional/trade schools.

3. ***Describe how you replicate the practice in another school and/or district.***

This program can be replicated in any school at minimal cost. In our case, we recruited our existing Cooperative Education Coordinator to assume an expanded function as School to Careers Coordinator. The School to Careers Coordinator was the point person organizing the necessary resources. Additional key human resources consisted of the school's Technical Director who was responsible for organizing the technology programs and a key Biology Teacher who was responsible for developing the Medical Technology courses. In addition to working with other key staff internally, the School to Careers Coordinator solicited and met with outside resources from the public sector. Replication of the technology portion of the program requires a commitment to establishing required computer labs and training for technology teachers. In some cases, it could mean going outside the school to hire instructional staff. An existing biology teacher may teach the Medical Technology portion. We also found that the hospital systems were willing partners due to the current shortage of nurses and other recruits in the allied health areas. They were very willing to help develop a program that has potential to become a viable resource for them. PSE&G and the building trades are also facing a potential shortage of skilled employees. Therefore, they are also willing partners. Also, they are very interested in attracting students from comprehensive high schools. Presently, the building trades are providing assistance under the New Jersey YTTW grant which sunsets this year. In the event a grant does not become available next year, the building trades and participating schools have entered into dialogue on how to continue the program. In the case of the Carpenters, their grant was only for South Jersey partners. However, they were eager to include us in their program, even though we are in North Jersey, because we are a comprehensive school. The Coin Careers Community interactive internet program can be obtained through a licensing agreement with Coin 3.com for a reasonable fee. Any school willing to make the commitment and make the contacts can replicate the program as described above.